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Information

Legislative Committee

Status of Legislation

AGENDA INSERT

Executive Summary: Staff will present the status of those legislative measures of interest to the Commission and address questions regarding any other legislation identified by Commissioners.

Recommended Action: For information only

Presenter: Erin Sullivan, Administrator, Professional Services Division

Strategic Plan Goal

III. Communication and Engagement

- e) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

Status of Legislation

This agenda item provides an update on Commission sponsored legislation as well as bills that the Commission is monitoring or has taken a position on.

Note: The Commission currently has no sponsored legislation nor are there measures on which the Commission has adopted a position.

2021-22 Legislation of Interest

On December 7, 2020, the Legislature convened the two-year 2020-22 legislative session. Commission staff will provide updates on legislation of interest as it is introduced or amended. The deadline to introduce new bills in this second year of the session was February 18. Bills must be in print for 30 days before they may be heard in committee.

Recently introduced legislation

Substitute Teachers

[AB 1876 \(Sevarto\) - Substitute teachers: emergency career substitute teaching permit: employment verification](#)

Introduced: February 8, 2022

Last Amended: n/a

Status: *Referred to Assembly Committee on Appropriations*

Summary: An Emergency Career Substitute Teaching Permit authorizes the holder to provide service in a single classroom for up to 60 days per school year. (By contrast, the holder of an Emergency 30-Day Substitute Teaching Permit may provide the same service for only up to 30 days.) The Emergency Career Substitute Teaching Permit may only be issued at the request of an employer. As part of the application, the employer must provide verification to the Commission of at least 90 days per year of day-to-day substitute teaching accumulated over the previous three consecutive years at either a single (one) school district or within an entire county if the county administers the substitute assignments for the county. This bill would require the Commission to also accept verification of at least 90 days per year of day-to-day substitute teaching accumulated over the previous three years from one or more California school districts participating in a consortium with the school district requesting the permit.

[AB 1893 \(Cunningham\) - Teacher credentialing: emergency teaching permits](#)

Introduced: February 9, 2022

Last Amended: February 18, 2022

Status: *Referred to Committee on Appropriations*

Summary: This bill would require the Commission to waive the basic skills proficiency requirement for the issuance of an Emergency 30-Day Substitute Teaching Permit until July 1, 2024.

[SB 1397 \(Borgeas\) - Substitute teachers: days of service](#)

Introduced: February 18, 2022

Last Amended: n/a

Status: *Referred to Committee on Education*

Summary: The Emergency 30-Day Substitute Teaching Permit and the Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to provide service in a single classroom for up to 30 days per school year, with the latter permit further restricting the holder to no more than 90 days across an entire school year. This bill would authorize these permit holders to substitute teach in a single classroom for up to 60 days per school year. An Emergency Career Substitute Teaching Permit authorizes the holder to provide service in a single classroom for up to 60 days per school year. This bill would authorize these permit holders to substitute teach in a single classroom for up to 90 days per school year. All three substitute teaching permits mentioned here currently authorize only 20 days of special education service in a single year. The bill would also authorize holders of these permits to teach as a substitute in a single special education classroom for up to 40 days during the school year.

Grants

[AB 1853 \(Berman\) - Teacher credentialing: the Computer Science Preservice Teacher Grant Program](#)

Introduced: February 8, 2022

Last Amended: March 17, 2022

Status: *Referred to Committee on Education*

Summary: This bill would require the Commission to develop and implement a grant program to award competitive grants to institutions of higher education that offer Commission-approved teacher preparation programs to develop and expand K-12 computer science and computational thinking coursework for individuals seeking a single subject or multiple subject credential with a supplementary authorization in computer science or a single subject or multiple subject credential. This bill is intended to provide incentives for Commission-approved teacher preparation programs to update curricula and develop preservice programs to teach computer science in K-12 public schools and enhance equity and increase access to computer science coursework for preservice teachers from underrepresented groups. Grant recipients shall provide to the Commission program and outcome data and information for at least three years after receiving the grant, as provided.

[AB 2401 \(McCarty\) - Teacher preparation programs: planning grants and implementation or expansion grants](#)

Introduced: February 17, 2022

Last Amended: n/a

Status: *Referred to Assembly Education*

Summary: Contingent upon an appropriation of funds in the annual Budget Act or another statute, this bill would revise and recast the Integrated Teacher Education Programs grant previously authorized by the Budget Act of 2016. An integrated program is one in which a candidate may earn a baccalaureate degree and a multiple subject, single subject, or education specialist credential concurrently within four to five years of study. This bill would require the Commission to award planning grants of up to \$250,000 each to regionally accredited institutions of higher education to develop plans for the creation of new integrated programs

that lead to more credentialed teachers in specified shortage fields or to provide stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors. The bill also requires the Commission to award separate grants of up to \$500,000 each to regionally accredited institutions of higher education to implement or expand integrated programs of professional preparation that lead to more credentialed teachers in shortage fields, as specified, that improve access to existing integrated programs, that strengthen recruitment and retention of candidates who reflect a local education agency's diversity, or that partner with a California community college to create a four-year integrated program of professional preparation. Shortage fields specified in the bill include special education, bilingual education, STEM, computer science, transitional kindergarten, or kindergarten, and any other fields identified by the Commission based on annual analysis of hiring and vacancy data. In addition to supporting the production of teachers in designated shortage fields, this bill would allow funded institutions of higher education to use funds to provide faculty release time to redesign existing courses, provide stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors, to create summer courses for students in integrated programs, to recruit individuals into programs, and to provide candidate support in the form of funding for tuition, books, exam fees, and stipends. The bill would require grant recipients to provide program and outcome data for at least five years after receiving the implementation or expansion grants.

Miscellaneous

[AB 1675 \(Ward\) - Teacher credentialing: spouses of active duty members of the Armed Forces: expedited application process](#)

Introduced: January 20, 2022

Last Amended: March 17, 2022

Status: *Referred to Assembly Committee on Education*

Summary: This bill would require the Commission to grant or deny a credential within 7 days of the date that an application is received if the applicant submits (1) evidence of marriage to, or domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in California under official active duty military orders, (2) proof of holding a valid, unexpired, professional-level teaching credential from another state, district, or territory of the United States in a comparable area of certification to the California credential being sought, and (3) fingerprints for purposes of conducting a criminal background check, as provided. The bill also would require the Commission to publish information about credentialing options available to military veterans, members of the military, and their spouses prominently on the home page of the Commission's internet website.

[AB 2047 \(Garcia, Cristina\) - Teacher credentialing: teaching performance assessments: Teacher Credentialing Task Force](#)

Introduced: February 14, 2022

Last Amended: March 10, 2022

Status: *Rereferred to Committee on Education*

Summary: The bill would, commencing January 1, 2023, eliminate the teaching performance assessment as a requirement for candidates to receive a single subject, multiple subject, or education specialist credential. The bill would authorize candidates to complete an optional teaching performance assessment, as provided. This bill would also require the Commission to convene a Teacher Credentialing Task Force by March 1, 2023 to examine the current teacher credentialing process and the impact that high-stakes teacher credentialing assessments, and their associated costs, have on the current teacher shortage and the lack of diversity in the teaching workforce and report to and provide any policy recommendations by December 1, 2023 to the education policy committees of the Legislature on the barriers high-stakes assessments present and any policy recommendations based on those findings for increasing the number and diversity of qualified teachers in California. The bill further requires that the Commission contract with a nationally recognized, neutral, nonpartisan, nonprofit education policy organization to facilitate the task force's work, including completing the required report.

[AB 2235 \(Medina D\) Teacher credentialing: supplementary authorization: ethnic studies](#)

Introduced: February 16, 2022

Last Amended: n/a

Status: *Referred to Committee on Education*

Summary: This bill would require the Commission to develop an added authorization or supplementary authorization in ethnic studies and to grant such authorizations to credential holders who have met the requirements and standards of the Commission for an added authorization or supplementary authorization in ethnic studies.

[SB 1113 \(Ochoa Bogh\) - Special education: inclusive education: universal design for learning](#)

Introduced: February 16, 2022

Last Amended: March 28, 2022

Status: *Referred to Committee on Education*

Summary: This bill, as currently written, would require the Commission, on or before June 30, 2023, to form a workgroup for the purposes of proposing the revision of standards and performance expectations for greater preparation for inclusion, with a focus on, among other things, universal design for learning (UDL), as defined for Administrative Services credential preparation programs. The bill would require the workgroup, on or before June 30, 2024, to make specified recommendations to the Commission. The bill would require the Commission to create preconditions for Commission accreditation for administrator preparation programs that require faculty in general education candidate instruction to be trained in, among other things, UDL.